

Grade 6 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.6.1, RL.6.2 and RL.6.10 apply to each unit.	Reading: Informational Text RI.6.1, RI.6.2 and RI.6.10 apply to each unit.	Writing W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	Speaking and Listening SL.6.1 and SL.6.6 apply to each unit.	Language *L.6.1, L.6.2 and L.6.4 (a), (b) apply to each unit. **Tested item
1 Growing Up?	8/25/14 to 10/09/14 (Instructional Days: 33)	Students weigh the pros and cons of aging from childhood to adolescence to adulthood, reading classic and/or contemporary fiction and biographies. Students compare and contrast how different texts explore the theme of "growing up." Evidence-based writing focuses on explaining mixed feelings about the inevitable loss of childhood.	RL.6.1 RL.6.2 RL.6.6 RL.6.9	RI.6.1 RI.6.2 RI.6.7	W.6.2 W.6.4 W.6.5 W.6.9 W.6.10	SL.6.1 SL.6.6	L.6.1 L.6.2 **L.6.4
2 Figure it Out!	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.	RL.6.1 RL.6.2 RL.6.3	RI.6.1 RI.6.2 RI.6.3 RI.6.6	W.6.2 W.6.4 W.6.5 W.6.9 W.6.10	SL.6.1 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b) **L.6.6
3 Embracing Heritage	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students examine forces that lead so many to America, for so many different reasons. Evidence-based writing focuses on arguing about immigration policy.	RL.6.1 RL.6.2 RL.6.4 RL.6.7	RI.6.1 RI.6.2 RI.6.6 RI.6.8 RI.6.9	W.6.1 W.6.4 W.6.5 W.6.7 W.6.8 W.6.9 W.6.10	SL.6.1 SL.6.2 SL.6.6	L.6.1 L.6.2 L.6.3 L.6.4 (a), (b)
4 Overcoming Obstacles	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students explore bravery in the face of various challenges, such as slavery, shipwrecks, or unfair child labor practices. Students develop their understanding of courage by examining how people and characters face and overcome obstacles. Evidence-based writing focuses on presenting an argument about a challenging situation.	RL.6.1 RL.6.2 RL.6.5	RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.8	W.6.1 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10	SL.6.1 SL.6.3 SL.6.5 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b) **L.6.5
5 Heroes, Gods and Monsters	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students go back in time to experience heroes, gods, and monsters from around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on crafting narratives about heroes, gods or monsters that contain story elements presented in the myths, legends or folktales studied.	RL.6.1 RL.6.2 RL.6.6	RI.6.1 RI.6.2	W.6.3 W.6.4 W.6.5 W.6.6 W.6.9 W.6.10	SL.6.1 SL.6.4 W.6.6 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b)

Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	SL.6.1 and SL.6.6 apply to each	L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
information	RL.6.1, RL.6.2, and	RI.6.1, RI.6.2, and RI.6.10	vv.o.4, vv.o.5, vv.o.5 and vv.o.10 apply to each unit.	unit.	2.0.1, 2.0.2, and 2.0.4 (a), (b) apply to each unit.
	RL.6.10 apply to each	apply to each unit.		unit.	
		apply to each unit.			
1	unit. RL.6.1 Cite textual evidence to	RI.6.1 Cite textual evidence to	W.6.2 Write informative/explanatory texts to examine a topic	SL.6.1 Engage effectively in a range of	L.6.1 Demonstrate command of the conventions of standard
1	support analysis of what the	support analysis of what the	and convey ideas, concepts, and information through the	collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Growing Up?	text says explicitly as well as	text says explicitly as well as	selection, organization, and analysis of relevant content.	in groups, and teacher-led) with	(a) Ensure that pronouns are in the proper case (subjective,
8 7 7	inferences drawn from the text.	inferences drawn from the text.	(a) Introduce a topic; organize ideas, concepts, and information,	diverse partners on grade 6 topics,	objective, possessive).
8/25/14			using strategies such as definition, classification,	texts, and issues, building on others'	(b) Use intensive pronouns (e.g., myself, ourselves).
to	RL.6.2 Determine a theme or	RI.6.2 Determine a central idea	comparison/contrast, and cause/effect; include formatting (e.g.,	ideas and expressing their own clearly.	(c) Recognize and correct inappropriate shifts in pronoun
10/09/14	central idea of a text and how it	of a text and how it is conveyed	headings), graphics (e.g., charts, tables), and multimedia when	(a) Come to discussions prepared,	number and person.
(Instructional Days: 33)	is conveyed through particular details; provide a summary of	through particular details; provide a summary of the text	useful to aiding comprehension. (b) Develop the topic with relevant facts, definitions, concrete	having read or studied required material; explicitly draw on that	(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
Students weigh the pros and cons of	text distinct from personal	distinct from personal opinions	details, quotations, or other information and examples.	preparation by referring to evidence on	(e) Recognize variations from standard English in their own or
aging from childhood to adolescence to	opinions or judgments.	or judgments.	(c) Use appropriate transitions to clarify the relationships	the topic, text, or issue to probe and	others' writing and speaking, and identify and use strategies to
adulthood, reading classic and/or			among ideas and concepts.	reflect on ideas under discussion.	improve expression in conventional language.
contemporary fiction and biographies.	RL.6.6 Explain how an author	RI.6.7 Integrate information	(d) Use precise language and domain-specific vocabulary to	(b) Follow rules for collegial	
Students compare and contrast how	develops the point of view of	presented in different media or	inform about or explain the topic.	discussions, set specific goals and	L.6.2 Demonstrate command of the conventions of standard
different texts explore the theme of "growing up." Evidence-based writing	the narrator or speaker in a text.	formats as well as in words to develop a coherent	(e) Establish and maintain a formal style. (f) Provide a concluding statement or section that follows from	deadlines, and define individual roles as needed.	English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off
focuses on explaining mixed feelings	RL.6.9 Compare and contrast	understanding of a topic or	the information or explanation presented.	(c) Pose and respond to specific	nonrestrictive/parenthetical elements.
about the inevitable loss of childhood.	texts in different forms or	issue.	the information of explanation presented.	questions with elaboration and detail	(b) Spell correctly.
	genres in terms of their		W.6.4 Produce clear and coherent writing in which the	by making comments	
	approaches to similar themes		development, organization, and style are appropriate to task,	that contribute to the topic, text, or	L.6.4 Determine or clarify the meaning of unknown and
	and topics.		purpose, and audience.	issue under discussion.	multiple-meaning words and phrases based on grade 6 reading
			W.6.5 With some guidance and support from peers and adults,	(d) Review the key ideas expressed and demonstrate understanding of multiple	and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or
			develop and strengthen writing as needed by planning, revising,	perspectives through reflection and	paragraph; a word's position or function in a sentence) as a clue
			editing, rewriting, or trying a new approach.	paraphrasing.	to the meaning of a word or phrase.
			S, S, 7 S 11		(b) Use common, grade-appropriate Greek or Latin affixes and
			W.6.9 Draw evidence from literary or informational texts to	SL.6.6 Adapt speech to a variety of	roots as clues to the meaning of a word (e.g., audience,
			support analysis, reflection, and research.	contexts and tasks, demonstrating	auditory, audible).
			(a) Apply grade 6 Reading standards to literature (e.g.,	command of formal English when	(c) Consult reference materials (e.g., dictionaries, glossaries,
			"Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in	indicated or appropriate.	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of
			terms of their approaches to similar themes and topics").		speech.
			(b) Apply grade 6 Reading standards to literary nonfiction (e.g.,		(d) Verify the preliminary determination of the meaning of a
			"Trace and evaluate the argument and specific claims in a text,		word or phrase (e.g., by checking the inferred meaning in
			distinguishing claims that are supported by reasons and		context or in a dictionary).
			evidence from claims that are not").		

Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
	Literature	Informational Text	W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.		L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
Information			w.6.4, w.6.5, w.6.9 and w.6.10 apply to each unit.	SL.6.1 and SL.6.6 apply to each	L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
	RL.6.1, RL.6.2, and	RI.6.1, RI.6.2, and RI.6.10		unit.	
	RL.6.10 apply to each	apply to each unit.			
	unit.				
2	RL.6.1 Cite textual evidence to	RI.6.1 Cite textual evidence to	W.6.2 Write informative/explanatory texts to examine a topic	SL.6.1 Engage effectively in a range of	L.6.1 Demonstrate command of the conventions of standard
	support analysis of what the	support analysis of what the	and convey ideas, concepts, and information through the	collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Figure it Out!	text says explicitly as well as inferences drawn from the text.	text says explicitly as well as inferences drawn from the text.	selection, organization, and analysis of relevant content.	in groups, and teacher-led) with	(a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
10/14/14	interences drawn from the text.	interences drawn from the text.	(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,	diverse partners on <i>grade 6 topics</i> , texts, and issues, building on others'	(b) Use intensive pronouns (e.g., myself, ourselves).
to	RL.6.2 Determine a theme or	RI.6.2 Determine a central idea	comparison/contrast, and cause/effect; include formatting (e.g.,	ideas and expressing their own clearly.	(c) Recognize and correct inappropriate shifts in pronoun
12/12/14	central idea of a text and how it	of a text and how it is conveyed	headings), graphics (e.g., charts, tables), and multimedia when	(a) Come to discussions prepared,	number and person.
(Instructional Days: 38.5)	is conveyed through particular	through particular details;	useful to aiding comprehension.	having read or studied required	(d) Recognize and correct vague pronouns (i.e., ones with
	details; provide a summary of	provide a summary of the text	(b) Develop the topic with relevant facts, definitions, concrete	material; explicitly draw on that	unclear or ambiguous antecedents).
Students puzzle out mysteries and	text distinct from personal	distinct from personal opinions	details, quotations, or other information and examples.	preparation by referring to evidence on	(e) Recognize variations from standard English in their own or
riddles, comparing and contrasting the	opinions or judgments.	or judgments.	(c) Use appropriate transitions to clarify the relationships	the topic, text, or issue to probe and	others' writing and speaking, and identify and use strategies to
strategies they use to solve different	DI 6.2 Deceribe have a result of	DLC 2 Applying in detail hours	among ideas and concepts.	reflect on ideas under discussion.	improve expression in conventional language.
kinds of problems. Students analyze the effectiveness and appropriateness	RL.6.3 Describe how a particular story's or drama's plot unfolds	RI.6.3 Analyze in detail how a key individual, event, or idea is	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	(b) Follow rules for collegial discussions, set specific goals and	L.6.2 Demonstrate command of the conventions of standard
of particular strategies in different	in a series of episodes as well as	introduced, illustrated, and	(e) Establish and maintain a formal style.	deadlines, and define individual roles	English capitalization, punctuation, and spelling when writing.
problem solving contexts. Evidence-	how the characters respond or	elaborated in a text (e.g.,	(f) Provide a concluding statement or section that follows from	as needed.	(a) Use punctuation (commas, parentheses, dashes) to set off
based writing focuses on explaining	change as the plot moves	through examples or	the information or explanation presented.	(c) Pose and respond to specific	nonrestrictive/parenthetical elements.
how detectives use clues to solve	toward a resolution.	anecdotes).		questions with elaboration and detail	(b) Spell correctly.
mysteries and readers use clues to find			W.6.4 Produce clear and coherent writing in which the	by making comments	
deeper meaning.	RL.6.7 Compare and contrast	RI.6.6 Determine an author's	development, organization, and style are appropriate to task,	that contribute to the topic, text, or	L.6.4 Determine or clarify the meaning of unknown and
	the experience of reading a	point of view or purpose in a	purpose, and audience.	issue under discussion.	multiple-meaning words and phrases based on grade 6 reading
	story, drama, or poem to	text and explain how it is	W.C.F.With some guidence and support from poors and adults	(d) Review the key ideas expressed and	and content, choosing flexibly from a range of strategies.
	listening to or viewing an audio, video, or live version of the text,	conveyed in the text.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	demonstrate understanding of multiple perspectives through reflection and	(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue
	including contrasting what they		editing, rewriting, or trying a new approach.	paraphrasing.	to the meaning of a word or phrase.
	"see" and "hear" when reading		cutting, rewriting, or trying a new approach.	paraprinasing.	(b) Use common, grade-appropriate Greek or Latin affixes and
	the text to what they perceive			SL.6.6 Adapt speech to a variety of	roots as clues to the meaning of a word (e.g., audience,
	when they listen or watch.		W.6.9 Draw evidence from literary or informational texts to	contexts and tasks, demonstrating	auditory, audible).
			support analysis, reflection, and research.	command of formal English when	
			(a) Apply grade 6 Reading standards to literature (e.g.,	indicated or appropriate.	L.6.6 Acquire and use accurately grade-appropriate general
			"Compare and contrast texts in different forms or genres [e.g.,		academic and domain-specific words and phrases; gather
			stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		vocabulary knowledge when considering a word or phrase important to comprehension or expression.
			(b) Apply grade 6 Reading standards to literary nonfiction (e.g.,		important to comprehension or expression.
			"Trace and evaluate the argument and specific claims in a text,		
			distinguishing claims that are supported by reasons and		
			evidence from claims that are not").		
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Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
	Literature	Informational Text	W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	SL.6.1 and SL.6.6 apply to each	L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
Information	RL.6.1, RL.6.2, and	RI.6.1, RI.6.2, and RI.6.10	W.O.4, W.O.5, W.O.5 and W.O.10 apply to each unit.	* * *	2.0.1, 2.0.2, and 2.0.4 (a), (b) apply to each unit.
				unit.	
	RL.6.10 apply to each	apply to each unit.			
	unit.				
3	RL.6.1 Cite textual evidence to	RI.6.1 Cite textual evidence to	W.6.1 Write arguments to support claims in an analysis of	SL.6.1 Engage effectively in a range of	L.6.1 Demonstrate command of the conventions of standard
Embracing Heritage	support analysis of what the text says explicitly as well as	support analysis of what the text says explicitly as well as	substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	collaborative discussions (one-on-one, in groups, and teacher-led) with	English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective,
Embracing Heritage	inferences drawn from the text.	inferences drawn from the text.	(a) Introduce precise claim(s), distinguish the claim(s) from	diverse partners on <i>grade 6 topics</i> ,	objective, possessive).
12/15/14	interences drawn nom the text.	interences drawn from the text.	alternate or opposing claims, and create an organization that	texts, and issues, building on others'	(b) Use intensive pronouns (e.g., myself, ourselves).
to	RL.6.2 Determine a theme or	RI.6.2 Determine a central idea	establishes clear relationships among claim(s), counterclaims,	ideas and expressing their own clearly.	(c) Recognize and correct inappropriate shifts in pronoun
2/12/15	central idea of a text and how it	of a text and how it is conveyed	reasons, and evidence.	(a) Come to discussions prepared,	number and person.
(Instructional Days: 32.5)	is conveyed through particular	through particular details;	(b) Develop claim(s) and counterclaims fairly, supplying	having read or studied required	(d) Recognize and correct vague pronouns (i.e., ones with
	details; provide a summary of	provide a summary of the text	evidence for each while pointing out the strengths and	material; explicitly draw on that	unclear or ambiguous antecedents).
Students dig deep into the immigration	text distinct from personal	distinct from personal opinions	limitations of both in a manner that anticipates the audience's	preparation by referring to evidence on	(e) Recognize variations from standard English in their own or
experience that is foundational to the USA. Reading fictional and	opinions or judgments.	or judgments.	knowledge level and concerns. (c) Use words, phrases, and clauses to link the major sections of	the topic, text, or issue to probe and reflect on ideas under discussion.	others' writing and speaking, and identify and use strategies to improve expression in conventional language.
informational immigrant stories and	RL.6.4 Determine the meaning	RI.6.6 Determine an author's	the text, create cohesion, and clarify the relationships between	(b) Follow rules for collegial	improve expression in conventional language.
analyzing film clips and/or images,	of words or phrases as they are	point of view or purpose in a	claim(s) and reasons, between reasons and evidence, and	discussions, set specific goals and	L.6.2 Demonstrate command of the conventions of standard
students examine forces that lead so	used in a text, including	text and explain how it is	between claim(s) and counterclaims.	deadlines, and define individual roles	English capitalization, punctuation, and spelling when writing.
many to America, for so many different	figurative and connotative	conveyed in the text.	(d) Establish and maintain a formal style and objective tone	as needed.	(a) Use punctuation (commas, parentheses, dashes) to set off
_	meanings; analyze the impact of	DI CO Trans and analysis the	while attending to the norms and conventions of the discipline	(c) Pose and respond to specific	nonrestrictive/parenthetical elements.
0 0	a specific word choice on meaning and tone.	RI.6.8 Trace and evaluate the argument and specific claims in	in which they are writing. (e) Provide a concluding statement or section that follows from	questions with elaboration and detail by making comments	(b) Spell correctly.
policy.	meaning and tone.	a text, distinguishing claims that	and supports the argument presented.	that contribute to the topic, text, or	L.6.3 Use knowledge of language and its conventions when
	RL.6.7 Compare and contrast	are supported by reasons and	and supports the digament presented.	issue under discussion.	writing, speaking, reading, or listening.
	the experience of reading a	evidence from claims that are	W.6.4 Produce clear and coherent writing in which the	(d) Review the key ideas expressed and	(a) Vary sentence patterns for meaning, reader/listener interest,
	story, drama, or poem to	not.	development, organization, and style are appropriate to task,	demonstrate understanding of multiple	and style.
	listening to or viewing an audio,		purpose, and audience.	perspectives through reflection and	(b) Maintain consistency in style and tone.
	video, or live version of the text,	RI.6.9 Compare and contrast		paraphrasing.	
	including contrasting what they "see" and "hear" when reading	one author's presentation of events with that of another.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	SL.6.2 Interpret information presented	L.6.4 Determine or clarify the meaning of unknown and
	the text to what they perceive	events with that of another.	editing, rewriting, or trying a new approach.	in diverse formats (e.g., visually,	multiple-meaning words and phrases based on <i>grade 6 reading</i> and content, choosing flexibly from a range of strategies.
	when they listen or watch.		calling, rewriting, or dying a new approach.	quantitatively, orally) and explain how	(a) Use context (e.g., the overall meaning of a sentence or
	•		W.6.7 Conduct short research projects to answer a question, drawing on	it contributes to a topic, text, or issue	paragraph; a word's position or function in a sentence) as a clue
			several sources and refocusing the inquiry when appropriate.	under study.	to the meaning of a word or phrase.
			W.6.8 Gather relevant information from multiple print and digital		(b) Use common, grade-appropriate Greek or Latin affixes and
			sources; assess the credibility of each source; and quote or paraphrase	SL.6.6 Adapt speech to a variety of	roots as clues to the meaning of a word (e.g., audience,
			the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	contexts and tasks, demonstrating command of formal English when	auditory, audible).
			providing basic bibliographic information for sources.	indicated or appropriate.	
			W.6.9 Draw evidence from literary or informational texts to	and a supplied to the contract of the contract	
			support analysis, reflection, and research.		
			(a) Apply grade 6 Reading standards to literature (e.g.,		
			"Compare and contrast texts in different forms or genres [e.g.,		
			stories and poems; historical novels and fantasy stories] in		
			terms of their approaches to similar themes and topics"). (b) Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g.,		
			"Trace and evaluate the argument and specific claims in a text,		
			distinguishing claims that are supported by reasons and		
			evidence from claims that are not").		

Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	RL.6.1, RL.6.2, and RL.6.10 apply to each unit.	Informational Text RI.6.1, RI.6.2, and RI.6.10 apply to each unit.	W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	SL.6.1 and SL.6.6 apply to each unit.	L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
Overcoming Obstacles 2/17/15	unit. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	 W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support anal	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., myself, ourselves). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., personification) in context. (b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
			distinguishing claims that are supported by reasons and evidence from claims that are not").		

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Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	SL.6.1 and SL.6.6 apply to each	L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
	RL.6.1, RL.6.2, and	RI.6.1, RI.6.2, and RI.6.10		unit.	
	RL.6.10 apply to each	apply to each unit.			
	unit.				
5	RL.6.1 Cite textual evidence to	RI.6.1 Cite textual evidence to	W.6.3 Write narratives to develop real or imagined experiences	SL.6.1 Engage effectively in a range of	L.6.1 Demonstrate command of the conventions of standard
	support analysis of what the	support analysis of what the	or events using effective technique, relevant descriptive details,	collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Heroes, Gods and Monsters	text says explicitly as well as	text says explicitly as well as inferences drawn from the text.	and well-structured event sequences.	in groups, and teacher-led) with	(a) Ensure that pronouns are in the proper case (subjective,
4/20/15	inferences drawn from the text.	interences drawn from the text.	(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event	diverse partners on <i>grade 6 topics</i> , texts, and issues, building on others'	objective, possessive). (b) Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).
4,20,13 to	RL.6.2 Determine a theme or	RI.6.2 Determine a central idea	sequence that unfolds naturally and logically.	ideas and expressing their own clearly.	(c) Recognize and correct inappropriate shifts in pronoun
6/17/15	central idea of a text and how it	of a text and how it is conveyed	(b) Use narrative techniques, such as dialogue, pacing, and	(a) Come to discussions prepared,	number and person.
(Instructional Days: 40.5)	is conveyed through particular	through particular details;	description, to develop experiences, events, and/or characters.	having read or studied required	(d) Recognize and correct vague pronouns (i.e., ones with
	details; provide a summary of	provide a summary of the text	(c) Use a variety of transition words, phrases, and clauses to	material; explicitly draw on that	unclear or ambiguous antecedents).
Students go back in time to experience	text distinct from personal	distinct from personal opinions	convey sequence and signal shifts from one time frame or	preparation by referring to evidence on	(e) Recognize variations from standard English in their own or
heroes, gods, and monsters from around the world. Students read	opinions or judgments.	or judgments.	setting to another.	the topic, text, or issue to probe and reflect on ideas under discussion.	others' writing and speaking, and identify and use strategies to
myths, legends and/or folktales from a	RL.6.6 Explain how an author		(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	(b) Follow rules for collegial	improve expression in conventional language.
wide variety of sources, and study	develops the point of view of		(e) Provide a conclusion that follows from the narrated	discussions, set specific goals and	L.6.2 Demonstrate command of the conventions of standard
supportive informational text, art, and	the narrator or speaker in a text.		experiences or events.	deadlines, and define individual roles	English capitalization, punctuation, and spelling when writing.
music. Evidence-based writing focuses				as needed.	(a) Use punctuation (commas, parentheses, dashes) to set off
on crafting narratives about heroes,			W.6.4 Produce clear and coherent writing in which the	(c) Pose and respond to specific	nonrestrictive/parenthetical elements.
gods or monsters that contain story			development, organization, and style are appropriate to task,	questions with elaboration and detail	(b) Spell correctly.
elements presented in the myths, legends or folktales studied.			purpose, and audience.	by making comments that contribute to the topic, text, or	L.6.4 Determine or clarify the meaning of unknown and
legerius of forktales studied.			W.6.5 With some guidance and support from peers and adults,	issue under discussion.	multiple-meaning words and phrases based on <i>grade 6 reading</i>
			develop and strengthen writing as needed by planning, revising,	(d) Review the key ideas expressed and	and content, choosing flexibly from a range of strategies.
			editing, rewriting, or trying a new approach.	demonstrate understanding of multiple	(a) Use context (e.g., the overall meaning of a sentence or
				perspectives through reflection and	paragraph; a word's position or function in a sentence) as a clue
			W.6.6 Use technology, including the Internet, to produce and	paraphrasing.	to the meaning of a word or phrase.
			publish writing as well as to interact and collaborate with	CL C A December of the control of the discount	(b) Use common, grade-appropriate Greek or Latin affixes and
			others.	SL.6.4 Present claims and findings, sequencing ideas logically and using	roots as clues to the meaning of a word (e.g., audience, auditory, audible).
			W.6.9 Draw evidence from literary or informational texts to	pertinent descriptions, facts, and	duditory, dudibiej.
			support analysis, reflection, and research.	details to accentuate main ideas or	
			(a) Apply grade 6 Reading standards to literature (e.g.,	themes; use appropriate eye contact,	
			"Compare and contrast texts in different forms or genres [e.g.,	adequate volume, and clear	
			stories and poems; historical novels and fantasy stories] in	pronunciation.	
			terms of their approaches to similar themes and topics"). (b) Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g.,	SL.6.6 Adapt speech to a variety of	
			"Trace and evaluate the argument and specific claims in a text,	contexts and tasks, demonstrating	
			distinguishing claims that are supported by reasons and	command of formal English when	
			evidence from claims that are not").	indicated or appropriate.	
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